

# Guidance Activities Report

## 2007-2008 Results

### Large Group

**School:** Willowcreek Middle School, Alpine District

**Target Group:** All Students at Willowcreek Middle School

#### **Abstract:**

Starting in 2006, Willowcreek Middle School began a program called "Walkaways". We had great success with this program, but we wanted to see how we as Counselors could more strongly effect all students improvements in grades. Our specific focus was with 9<sup>th</sup> graders. We wanted to make sure that 9<sup>th</sup> graders left Willowcreek on course for High School Graduation

#### **Project Description:**

The Walkaway Program is a School-wide program that involve holding students to standards and expecting them to achieve them. The Counselors set a target to have 75% of all students receive full Credit in classes and 9<sup>th</sup> grade students to have 8% of all students receive full credit in all classes. The way we will achieve this goal is to assist in implementing a school-wide Advisory Period for 45 min. on Tuesdays and Wednesdays. Students that are not passing a class will go to remediation classes in the areas that they need to improve their grades in. Students that are passing all their classes can go to Enrichment activities sponsored by the school.

Counselors will also meet with any student that has an "I" at the beginning of the next term and provide opportunities for students to make-up that "I". Such opportunities can be; Goals, encouragement, Study Hall, Guided Study Hall, Lunchtime with Counselors, Late bus participation, Advisory time.

#### **Introduction:**

The desired result for student learning was that all students at Willowcreek will decrease the # of I's received

#### **Participants:**

1694 Willowcreek Middle School Students: Grades 7-9

-642 7<sup>th</sup> graders

-538 8<sup>th</sup> graders

-514 9<sup>th</sup> graders

#### **Method:** (This section will summarize the Counselors role in this school-wide program.)

The Walkaway program for Teachers started at the beginning of the 2006-2007 school year here at Willowcreek. . The basis of the program is that teachers break down the core into its essential parts, create short tests that check student's understanding of these concepts, and then create a curriculum that will help students learn the information. If a student does not pass a walkaway test at 80% or better they will receive an "I" on that test and in the class until that test is passed at 80% (some accommodations on the passing percentage are made for Special Education Students. This percentage is decided in their IEP). If less then 80% of the class does not pass the walkaway then the teacher goes back and re-teaches that concept. Once at least 80% have passed the teacher can move on. If at the end of the term a student has

not passed 1 or more walkaways the receive an “I” on their report card. That “I” stays on their report card till the class ends unless the student makes up the test. If the test is made up the teacher submits a grade change form to the counseling office and the grade is fixed. If the grade is still an “I” at the end of the class (Jan. for semester classes and May for year long classes) then the “I” turns to an “F”.

4 weeks into school (Sept. 11) we began the Advisement period. Teachers check students grades that were in an assigned Advisement period. If a student had an I or F in any class they were given a remediation pass to get them into the class they needed remediation in. If a student had no I’s or F’s they could go to Enrichment activities sponsored by the school and members of the community. There were sports, crafts, Hogel Zoo animals, videos, games, book clubs, Cosmetology, veterinarians, other professionals, etc. Students with an Enrichment pass chose where they would like to go.

At the end of 1<sup>st</sup> term 33% of our students had an I or F in 1 class (down from 64 % at the same time last year.) Counselors then started to meet with students and set goals with them or assign them to a specific remediation opportunity. Stacy Tall, a part-time Counselor, took the roll as director of our Guided study hall and moving students in and out as needed. Other students met with their counselors weekly when schedules would permit, but always at least monthly.

### **Results:**

The results in Final passing rates were that we began 1<sup>st</sup> term with 552 I’s (33.09%) . At the end of the school year all grades decreased their # of I’s. Total for all 4 terms at the end of the year were 491 I’s of 28.93 % of students had at least 1 I.

	Term 1 11/5/07	Term 2 1/22/08	Term 3 4/22/08	Term 4 5/30/08	Total
7 <sup>th</sup>	41.92%	26.01%	28.11%	28.09%	33.88%
8 <sup>th</sup>	30.23%	21.15%	26.16%	19.93%	26.07%
9 <sup>th</sup>	24.95%	22.27%	24.95%	18.95%	24.41%
Total	33.09%	23.33%	26.53%	22.75%	28.93%

Notice that each term the initial # of I’s decreased for each grade each term except for a surge between 2<sup>nd</sup> and 3<sup>rd</sup> term. But this was still lower in most cases than 1<sup>st</sup> term (with the exception of 9<sup>th</sup> grade.) It seems that student learned to keep their grades up. I also appears that the longer students work with the Walk-aways the better they do (9<sup>th</sup> does better than 8<sup>th</sup>, 8<sup>th</sup> better than 7<sup>th</sup>, and decrease at the beginning of each term as we move through the school year.)

We ended the school year going with 87 % of our 9<sup>th</sup> graders on track for graduation. This is an increase over 2007 (85% on track) and 2006 (80% on track). This is especially important with the understanding that Alpine School District increased their graduation requirements this year from 27 to 28. In the past a 9<sup>th</sup> grader needed to have 6 credits in 9<sup>th</sup> grade to be on track, this year they need 7.

More data on the number of I’s charted for each month is given on the following page. We tried to track the progress students made on I’s each week, but a few weeks are missing. The tracked data is on an attached Excel work sheet.

## Term 1 I's

	Date	# in School	# of I's	% of I's
7th	11/5/2007	637	267	41.92%
8th	11/5/2007	526	159	30.23%
9th	11/5/2007	505	126	24.95%
<b>Total</b>	<b>11/5/2007</b>	<b>1668</b>	<b>552</b>	<b>33.09%</b>

## Term 2 I's

7th	1/22/2008	642	167	26.01%
8th	1/22/2008	539	114	21.15%
9th	1/22/2008	512	114	22.27%
<b>Total</b>	<b>1/22/2008</b>	<b>1693</b>	<b>395</b>	<b>23.33%</b>

## Term 3 I's

	Date	# in School	# of I's	% of I's
7th	4/22/2008	644	181	28.11%
8th	4/22/2008	539	141	26.16%
9th	4/22/2008	517	129	24.95%
<b>Total</b>	<b>4/22/2008</b>	<b>1700</b>	<b>451</b>	<b>26.53%</b>

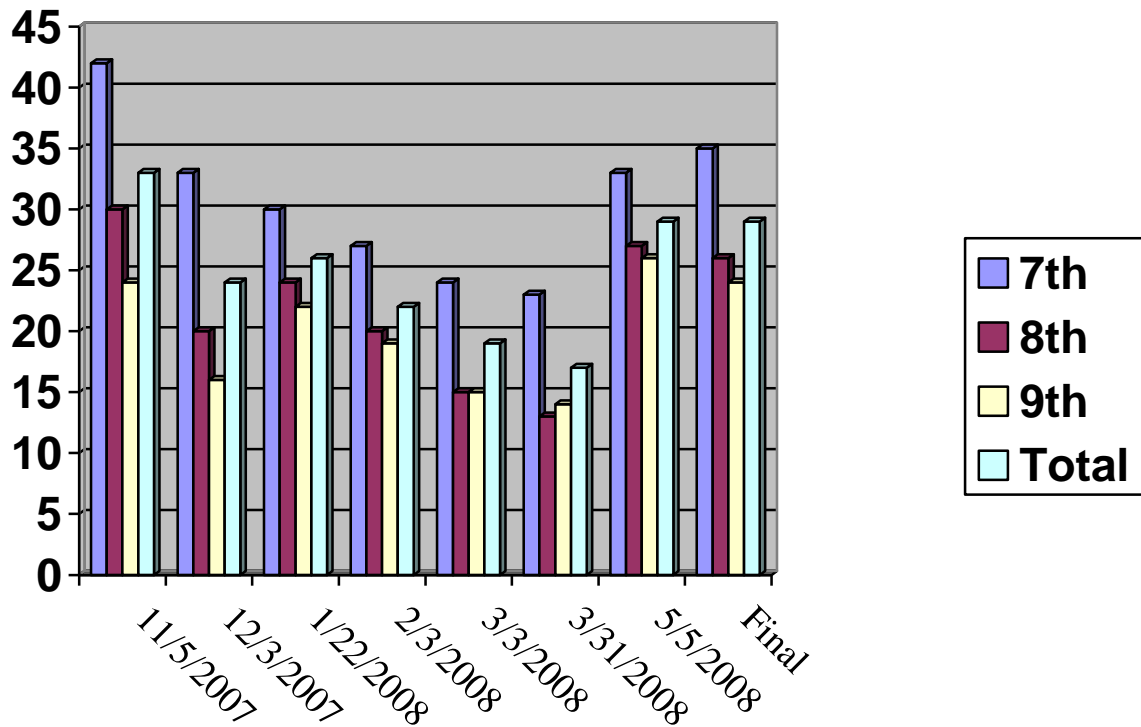
## Term 4 I's

	Date	# in School	# of I's	% of I's
7th	5/30/2008	648	182	28.09%
8th	5/30/2008	537	107	19.93%
9th	5/30/2008	512	97	18.95%
<b>Total</b>	<b>5/30/2008</b>	<b>1697</b>	<b>386</b>	<b>22.75%</b>

## Total I's 2007-2008

	Date	# in School	# of I's	% of I's
7th	5/30/2008	648	226	34.88%
8th	5/30/2008	537	140	26.07%
9th	5/30/2008	512	125	24.41%
<b>Total</b>	<b>5/30/2008</b>	<b>1697</b>	<b>491</b>	<b>28.93%</b>

This last graph shows the progression of total I's throughout the year. This includes when new terms end and I's are added in.



### Discussion:

The walkaway program is exhausting. The kids were tired, the teachers were tired, and the counselors were worn out. We had directed, coached, prodded, and hounded students till the end, but the results speak for themselves. The Advisement period seems to have helped, but we are not sure if it helped as much as the effort called for. Next year we are looking at just doing Advisement 1 day a week and seeing if we receive the same results, with less loss of classroom time.

# Guidance Activities Report

## 2007-2008 Results

### Small Group

**School:** Willowcreek Middle School, Alpine District

**Target Group:** 161 Students at Willowcreek struggling with motivation

#### Abstract:

This was 18 small groups that were run by 3 Guided Study Hall Aides. The students we picked were struggling with keeping grades up. Students were taken from an elective and placed in a small group (7-10 students) class that was grade pure. The Guided Study Hall aide had access to grades, homework, tests, etc. for all classes. They would focus on student success and no excuses.

#### Project Description:

For the 2007-2008 we assigned struggling students to a Guided Study Hall class. If they made up their I's or F's they had the option of returning to the elective they lost or staying in Guided Study. A counselor also met with these students frequently (every 1-2 weeks) and set goals with them for progress. We charted the # of non-passing grades on entrance and at the end of each term.

#### Introduction:

At Willowcreek we have focused strongly on student achievement and removing excuses. Some students seemed to constantly have an excuse, i.e. I don't have homework, I don't know where that it, I don't know what is on the test, etc. Our Guided Study Hall Aides were in charge of getting past the excuses and having them accomplish the work.

#### Participants:

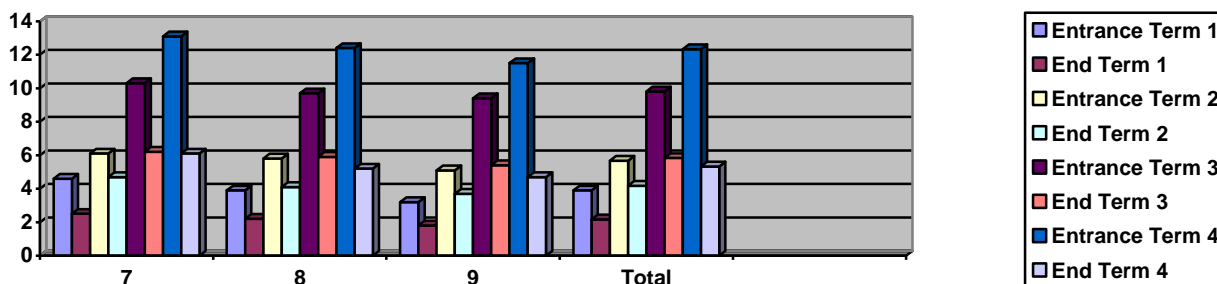
161 Willowcreek Middle School Students: Grades 7-9: referred by counselors.

#### Method:

We charted the # of non-passing grades that students had upon entrance to Guided Study and the # they had at the end of each term. Students were constantly moving in and out of this program so grades are listed by average when students came in and when they go out or at the term.

#### Results:

We compared the Average # of I's or F's on entrance to guided Study and on exit or at the end of the term. This is based on average total each term..



Term 1 I's				
	Date	# in School	# of I's	% of I's
7th	11/5/2007	637	267	41.92%
8th	11/5/2007	526	159	30.23%
9th	11/5/2007	505	126	24.95%
<b>Total</b>	<b>11/5/2007</b>	<b>1668</b>	<b>552</b>	<b>33.09%</b>
7th	11/12/2007	637	253	39.72%
8th	11/12/2007	526	148	28.14%
9th	11/12/2007	505	106	20.99%
<b>Total</b>	<b>11/12/2007</b>	<b>1668</b>	<b>507</b>	<b>30.40%</b>
7th	11/27/2007	637	215	33.75%
8th	11/27/2007	526	119	22.62%
9th	11/27/2007	505	86	17.03%
<b>Total</b>	<b>11/27/2007</b>	<b>1668</b>	<b>420</b>	<b>25.18%</b>
7th	12/3/2007	637	210	32.97%
8th	12/3/2007	526	107	20.34%
9th	12/3/2007	505	81	16.04%
<b>Total</b>	<b>12/3/2007</b>	<b>1668</b>	<b>398</b>	<b>23.86%</b>
7th	12/10/2007	635	190	29.92%
8th	12/10/2007	530	99	18.68%
9th	12/10/2007	507	74	14.60%
<b>Total</b>	<b>12/10/2007</b>	<b>1672</b>	<b>363</b>	<b>21.71%</b>
7th	12/14/2008	635	141	22.20%
8th	12/14/2008	530	83	15.66%
9th	12/14/2008	507	52	10.26%
<b>Total</b>	<b>12/14/2008</b>	<b>1672</b>	<b>276</b>	<b>16.51%</b>
7th	1/22/2008	635	134	21.10%
8th	1/22/2008	530	76	14.34%
9th	1/22/2008	507	46	9.07%
<b>Total</b>	<b>1/22/2008</b>	<b>1672</b>	<b>256</b>	<b>15.31%</b>
7th	1/28/2008	635	126	19.84%
8th	1/28/2008	530	71	13.40%
9th	1/28/2008	507	42	8.28%
<b>Total</b>	<b>1/28/2008</b>	<b>1672</b>	<b>239</b>	<b>14.29%</b>
7th	2/3/2008	635	122	19.21%
8th	2/3/2008	530	65	12.26%
9th	2/3/2008	507	42	8.28%
<b>Total</b>	<b>2/3/2008</b>	<b>1672</b>	<b>229</b>	<b>13.70%</b>
7th	2/11/2008	635	119	18.74%
8th	2/11/2008	530	64	12.08%
9th	2/11/2008	507	38	7.50%
<b>Total</b>	<b>2/11/2008</b>	<b>1672</b>	<b>221</b>	<b>13.22%</b>
7th	2/19/2008	635	114	17.95%
8th	2/19/2008	530	58	10.94%
9th	2/19/2008	507	36	7.10%
<b>Total</b>	<b>2/19/2008</b>	<b>1672</b>	<b>208</b>	<b>12.44%</b>
7th	2/25/2008	635	110	17.32%
8th	2/25/2008	530	56	10.57%
9th	2/25/2008	507	36	7.10%
<b>Total</b>	<b>2/25/2008</b>	<b>1672</b>	<b>202</b>	<b>12.08%</b>
7th	3/3/2008	635	108	17.01%
8th	3/3/2008	530	56	10.57%
9th	3/3/2008	507	36	7.10%
<b>Total</b>	<b>3/3/2008</b>	<b>1672</b>	<b>200</b>	<b>11.96%</b>
7th	3/10/2008	635	106	16.69%
8th	3/10/2008	530	55	10.38%
9th	3/10/2008	507	36	7.10%
<b>Total</b>	<b>3/10/2008</b>	<b>1672</b>	<b>197</b>	<b>11.78%</b>
7th	3/17/2008	635	105	16.54%
8th	3/17/2008	530	51	9.62%
9th	3/17/2008	507	35	6.90%
<b>Total</b>	<b>3/17/2008</b>	<b>1672</b>	<b>191</b>	<b>11.42%</b>
7th	3/24/2008	635	102	16.06%
8th	3/24/2008	530	49	9.25%
9th	3/24/2008	507	35	6.90%
<b>Total</b>	<b>3/24/2008</b>	<b>1672</b>	<b>186</b>	<b>11.12%</b>
7th	3/31/2008	635	101	15.91%
8th	3/31/2008	530	47	8.87%
9th	3/31/2008	507	35	6.90%
<b>Total</b>	<b>3/31/2008</b>	<b>1672</b>	<b>183</b>	<b>10.94%</b>

Term 2 I's			
	Date	# in School	% of I's

Term 2 I's				
	Date	# in School	# of I's	% of I's
7th	1/22/2008	642	167	26.01%
8th	1/22/2008	539	114	21.15%
9th	1/22/2008	512	114	22.27%
<b>Total</b>	<b>1/22/2008</b>	<b>1693</b>	<b>395</b>	<b>23.33%</b>
7th	1/28/2008	642	156	24.30%
8th	1/28/2008	538	97	18.03%
9th	1/28/2008	514	93	18.09%
<b>Total</b>	<b>1/28/2008</b>	<b>1694</b>	<b>346</b>	<b>20.43%</b>
7th	2/3/2008	642	150	23.36%
8th	2/3/2008	538	91	16.91%
9th	2/3/2008	514	91	17.70%
<b>Total</b>	<b>2/3/2008</b>	<b>1694</b>	<b>332</b>	<b>19.60%</b>
7th	2/11/2008	642	145	22.59%
8th	2/11/2008	538	85	15.80%
9th	2/11/2008	514	83	16.15%
<b>Total</b>	<b>2/11/2008</b>	<b>1694</b>	<b>313</b>	<b>18.48%</b>
7th	2/19/2008	642	134	20.87%
8th	2/19/2008	538	73	13.57%
9th	2/19/2008	514	74	14.40%
<b>Total</b>	<b>2/19/2008</b>	<b>1694</b>	<b>281</b>	<b>16.59%</b>
7th	2/25/2008	642	132	20.56%
8th	2/25/2008	538	69	12.83%
9th	2/25/2008	514	74	14.40%
<b>Total</b>	<b>2/25/2008</b>	<b>1694</b>	<b>275</b>	<b>16.23%</b>
7th	3/3/2008	642	130	20.25%
8th	3/3/2008	538	68	12.64%
9th	3/3/2008	514	68	13.23%
<b>Total</b>	<b>3/3/2008</b>	<b>1694</b>	<b>266</b>	<b>15.70%</b>
7th	3/10/2008	642	130	20.25%
8th	3/10/2008	538	67	12.45%
9th	3/10/2008	514	67	13.04%
<b>Total</b>	<b>3/10/2008</b>	<b>1694</b>	<b>264</b>	<b>15.58%</b>
7th	3/17/2008	642	128	19.94%
8th	3/17/2008	538	65	12.08%
9th	3/17/2008	514	66	12.84%
<b>Total</b>	<b>3/17/2008</b>	<b>1694</b>	<b>259</b>	<b>15.29%</b>
7th	3/24/2008	642	128	19.94%
8th	3/24/2008	538	61	11.34%
9th	3/24/2008	514	64	12.45%
<b>Total</b>	<b>3/24/2008</b>	<b>1694</b>	<b>253</b>	<b>14.94%</b>
7th	3/31/2008	642	125	19.47%
8th	3/31/2008	538	58	10.78%
9th	3/31/2008	514	62	12.06%
<b>Total</b>	<b>3/31/2008</b>	<b>1694</b>	<b>245</b>	<b>14.46%</b>

Term 3 I's			
	Date	# in School	% of I's

Term 4 I's			
	Date	# in School	% of I's

Total I's		
	Date	# of I's

Total I's			
	Date	# in School	# of I's
7th	1/22/2008	642	194
8th	1/22/2008	539	129
9th	1/22/2008	512	114
<b>Total</b>	<b>1/22/2008</b>	<b>1693</b>	<b>437</b>
7th	1/28/2008	642	180
8th	1/28/2008	538	115
9th	1/28/2008	514	101
<b>Total</b>	<b>1/28/2008</b>	<b>1694</b>	<b>396</b>
7th	2/3/2008	642	173
8th	2/3/2008	538	106
9th	2/3/2008	514	99
<b>Total</b>	<b>2/3/2008</b>	<b>1694</b>	<b>378</b>
7th	2/11/2008	642	168
8th	2/11/2008	538	100
9th	2/11/2008	514	91
<b>Total</b>	<b>2/11/2008</b>	<b>1694</b>	<b>359</b>
7th	2/19/2008	642	159
8th	2/19/2008	538	88
9th	2/19/2008	514	84
<b>Total</b>	<b>2/19/2008</b>	<b>1694</b>	<b>331</b>
7th	2/25/2008	642	155
8th	2/25/2008	538	83
9th	2/25/2008	514	84
<b>Total</b>	<b>2/25/2008</b>	<b>1694</b>	<b>322</b>
7th	3/3/2008	642	154
8th	3/3/2008	538	82
9th	3/3/2008	514	78
<b>Total</b>	<b>3/3/2008</b>	<b>1694</b>	<b>314</b>
7th	3/10/2008	642	153
8th	3/10/2008	538	82
9th	3/10/2008	514	77
<b>Total</b>	<b>3/10/2008</b>	<b>1694</b>	<b>312</b>
7th	3/17/2008	642	151
8th	3/17/2008	538	80
9th	3/17/2008	514	76
<b>Total</b>	<b>3/17/2008</b>	<b>1694</b>	<b>307</b>
7th	3/24/2008	642	149
8th	3/24/2008	538	75
9th	3/24/2008	514	75
<b>Total</b>	<b>3/24/2008</b>	<b>1694</b>	<b>299</b>
7th	3/31/2008	642	149
8th	3/31/2008	538	72
9th	3/31/2008	514	73
<b>Total</b>	<b>3/31/2008</b>	<b>1694</b>	<b>294</b>

Term 1 I's				
	Date	# in School	# of I's	% of I's
7th	4/22/2008	635	100	15.75%
8th	4/22/2008	530	46	8.68%
9th	4/22/2008	507	35	6.90%
<b>Total</b>	<b>4/22/2008</b>	<b>1672</b>	<b>181</b>	<b>10.83%</b>
	Date	# in School	# of I's	% of I's
7th	5/5/2008	635	98	15.43%
8th	5/5/2008	530	46	8.68%
9th	5/5/2008	507	35	6.90%
<b>Total</b>	<b>5/5/2008</b>	<b>1672</b>	<b>179</b>	<b>10.71%</b>
	Date	# in School	# of I's	% of I's
7th	5/12/2008	635	97	15.28%
8th	5/12/2008	530	45	8.49%
9th	5/12/2008	507	35	6.90%
<b>Total</b>	<b>5/12/2008</b>	<b>1672</b>	<b>177</b>	<b>10.59%</b>

Term 2 I's				
	Date	# in School	# of I's	% of I's
7th	4/22/2008	642	123	19.16%
8th	4/22/2008	538	57	10.59%
9th	4/22/2008	514	60	11.67%
<b>Total</b>	<b>4/22/2008</b>	<b>1694</b>	<b>240</b>	<b>14.17%</b>
	Date	# in School	# of I's	% of I's
7th	5/5/2008	642	118	18.38%
8th	5/5/2008	538	56	10.41%
9th	5/5/2008	514	55	10.70%
<b>Total</b>	<b>5/5/2008</b>	<b>1694</b>	<b>229</b>	<b>13.52%</b>
	Date	# in School	# of I's	% of I's
7th	5/12/2008	642	116	18.07%
8th	5/12/2008	538	55	10.22%
9th	5/12/2008	514	51	9.92%
<b>Total</b>	<b>5/12/2008</b>	<b>1694</b>	<b>222</b>	<b>13.11%</b>

Term 3 I's				
	Date	# in School	# of I's	% of I's
7th	4/22/2008	644	181	28.11%
8th	4/22/2008	539	141	26.16%
9th	4/22/2008	517	129	24.95%
<b>Total</b>	<b>4/22/2008</b>	<b>1700</b>	<b>451</b>	<b>26.53%</b>
	Date	# in School	# of I's	% of I's
7th	5/5/2008	644	175	27.17%
8th	5/5/2008	539	133	24.68%
9th	5/5/2008	517	111	21.47%
<b>Total</b>	<b>5/5/2008</b>	<b>1700</b>	<b>419</b>	<b>24.65%</b>
	Date	# in School	# of I's	% of I's
7th	5/12/2008	644	164	25.47%
8th	5/12/2008	539	119	22.08%
9th	5/12/2008	517	100	19.34%
<b>Total</b>	<b>5/12/2008</b>	<b>1700</b>	<b>383</b>	<b>22.53%</b>

Total I's			
	Date	# in School	# of I's
7th	4/22/2008	644	220
8th	4/22/2008	539	155
9th	4/22/2008	517	154
<b>Total</b>	<b>4/22/2008</b>	<b>1700</b>	<b>529</b>
	Date	# in School	# of I's
7th	5/5/2008	644	213
8th	5/5/2008	539	148
9th	5/5/2008	517	134
<b>Total</b>	<b>5/5/2008</b>	<b>1700</b>	<b>495</b>
	Date	# in School	# of I's
7th	5/12/2008	644	202
8th	5/12/2008	539	138
9th	5/12/2008	517	120
<b>Total</b>	<b>5/12/2008</b>	<b>1700</b>	<b>460</b>

Final 2007-2008																			
Term 1 I's					Term 2 I's					Term 3 I's					Term 4 I's				
	Date	# in School	# of I's	% of I's		Date	# in School	# of I's	% of I's		Date	# in School	# of I's	% of I's		Date	# in School	# of I's	% of I's
7th	5/30/2008	648	95	14.66%	7th	5/30/2008	648	113	17.44%	7th	5/30/2008	648	127	19.60%	7th	5/30/2008	648	182	28.09%
8th	5/30/2008	537	40	7.45%	8th	5/30/2008	537	53	9.87%	8th	5/30/2008	537	82	15.27%	8th	5/30/2008	537	107	19.93%
9th	5/30/2008	512	34	6.64%	9th	5/30/2008	512	49	9.57%	9th	5/30/2008	512	67	13.09%	9th	5/30/2008	512	97	18.95%
<b>Total</b>	<b>5/30/2008</b>	<b>1697</b>	<b>169</b>	<b>9.96%</b>	<b>Total</b>	<b>5/30/2008</b>	<b>1697</b>	<b>215</b>	<b>12.67%</b>	<b>Total</b>	<b>5/30/2008</b>	<b>1697</b>	<b>276</b>	<b>16.26%</b>	<b>Total</b>	<b>5/30/2008</b>	<b>1697</b>	<b>386</b>	<b>22.75%</b>

Total I's			
	Date	# in School	# of I's
7th	5/30/2008	648	226
8th	5/30/2008	537	140
9th	5/30/2008	512	125
<b>Total</b>	<b>5/30/2008</b>	<b>1697</b>	<b>491</b>

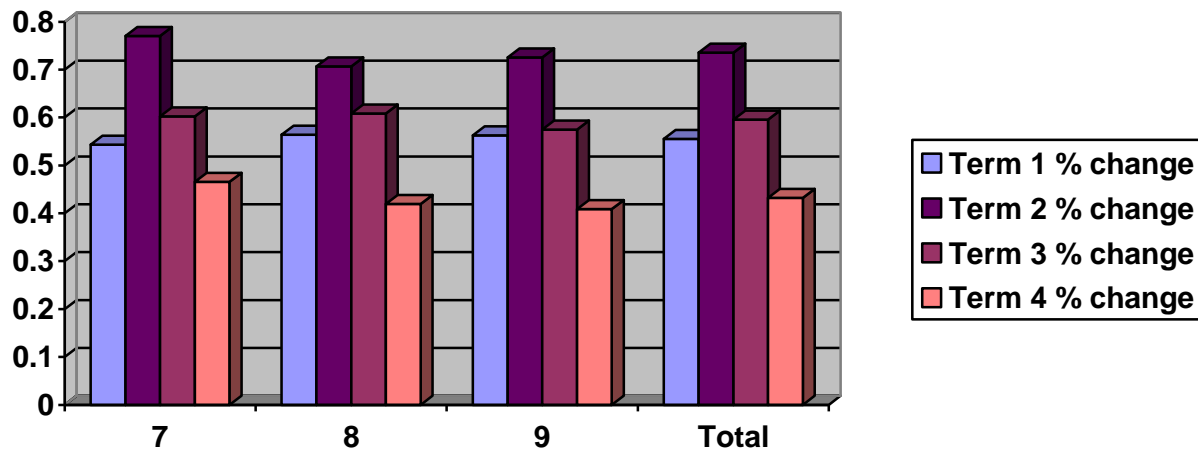
% of Γs
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30.22%
23.93%
22.27%
<b>25.81%</b>
28.04%
21.38%
19.65%
<b>23.38%</b>
26.95%
19.70%
19.26%
<b>22.31%</b>
26.17%
18.59%
17.70%
<b>21.19%</b>
24.77%
16.36%
16.34%
<b>19.54%</b>
24.14%
15.43%
16.34%
<b>19.01%</b>
23.99%
15.24%
15.18%
<b>18.54%</b>
23.83%
15.24%
14.98%
<b>18.42%</b>
23.52%
14.87%
14.79%
<b>18.12%</b>
23.21%
13.94%
14.59%
<b>17.65%</b>
23.21%
13.38%
14.20%
<b>17.36%</b>



% of Γs
34.16%
28.76%
29.79%
<b>31.12%</b>
% of Γs
33.07%
27.46%
25.92%
<b>29.12%</b>
% of Γs
31.37%
25.60%
23.21%
<b>27.06%</b>
% of Γs
34.88%
26.07%
24.41%
<b>28.93%</b>

Here is the data broken down by % of decrease in I's:



**Discussion:**

As you can see on the average all I's decreased in all grades. Even though I's increased over time because of adding terms and grades, the % of decreased I's stayed fairly constant, with the exception of 2<sup>nd</sup> term. Something happened that decreased I's significantly that term across the board. Because classes are grade pure and it was a spike across all grades I tend to think there was a school-wide confounding variable, but I am not sure what that was. Possibly the variable was the emphasis on the Advisory period, but I don't remember it being that specific at that time. This may be something to look at in the future.

# Utah Comprehensive Counseling and Guidance

## Closing the Gap Results Report (Small Group) 2007-2008

**School:** Pleasant Grove Junior High School

**Target Group:** 7<sup>th</sup> – 9<sup>th</sup> grade academic and social At-Risk students

**Target Group selection is based upon:** The target group is selected from academic and behavioral referrals for ACT1 team decisions. The ACT1 team consists of counselors, trackers, school psychologist, teachers, administrators, and counseling secretary. The team meets weekly.

### ABSTRACT

As a Guidance Center, we ran a variety of small groups (10 throughout the year) for 7-9<sup>th</sup> grade At-Risk students to help them solve or cope with life issues, enabling them to be academically and socially successful. Academic and social success, as measured by attendance, GPA's, and behavioral referrals was mixed. On average, although students made predictable improvements in attendance and appropriate behaviors, unexpectedly, they didn't improve their GPA's.

### PROJECT DESCRIPTION

#### Introduction

- Desired results for student learning
  - #12b1 (From Utah School Counselor Standards) Individual academic success
  - #12b4 (From Utah School Counselor Standards) Improve skills and functioning in areas of social order, healthy self, and violence prevention
- Intended Student Behavior
  - Reduce risk factors of:
    - Early anti-social behavior
    - Academic failure
    - Lack of social attachment
  - Enhance protective factors of:
    - High Self-Efficacy
    - Social Bonding
    - Study Skills

#### Participants

- 7<sup>th</sup> – 9<sup>th</sup> grade academic and socially At-Risk students  
(91 students participated in groups during the 2007-2008 school year)

#### Method

- Activities:
  - 10 small groups (9-10 students)
    - Why Try?
    - Divorce, Grief and Loss
    - Friendship
    - Girls' Issue's
- Staff Involved:
  - Paula Bule
  - Derek Guinn
  - Camille Rowley
  - Bonnie Sorensen
  - Kami Taylor
- Resources Needed:
  - We have secured a small Title IV grant to purchase Why Try? Program materials and fund experiential training at CLAS Ropes Course, Provo, UT.
- Project Start and End Dates:
  - 17 September – 12 November
  - 26 November – 05 February
  - 25 February – 28 April

- **Evaluation Methods:**
  - Behavioral Referrals
  - GPA Reports
  - Attendance Reports
- **Counselors:**
  - Paula Bule
  - Derek Guinn
  - Camille Rowley
  - Bonnie Sorensen
- **Curriculum and Materials Used:**
  - Why Try? Program
  - CLAS Ropes

## RESULTS

- **Behavioral Referrals** – Overall there was a decline in the number of teacher referrals for behavioral issues regarding the students who participated in groups.
- **GPA Reports** – On the average, students involved with groups this year experienced an unanticipated decline in their GPA's by 6.7%
- **Attendance Reports** – Students involved with groups improved their attendance by an average of 15.4% and lowered their unexcused absences by 14.7%.

## DISCUSSION

This year's "group" students like those in past years, on average, improved behavior and attendance when involved in groups as opposed to when they were not. However, unlike their previous peers, on average, this years' "group" students didn't raise their or improve their GPA's.

There might be a several reasons for this disparity. First, there were absences of key personnel in PGJHS's Guidance Center this year unlike previous years. The recreational therapist who has been running groups at PGJHS for 10 plus years was not available this year. Also absent this year was the regular, full-time counselor over groups. Because of these absences, groups this year were managed and ran by friendly, willing, yet slightly inexperienced interns. This doesn't completely explain the difference, but it might be one small discrepancy that needs to be factored in. Another reason might lie in the fact that PGJHS just this school year shifted from a traditional 7-period school day to an 8-period block schedule. While overall it has been a much needed change, it has created some problems that both students and teachers have to adjust to. The third reason that may help to explain the disparity in positive GPA change may be due to the cutting of a very useful and popular program within our Group agenda that has been a traditional favorite. Unlike previous years there has been a sufficient budget that allowed this program. However, due to budget cuts this past year, this program wasn't a possibility. Although there isn't any one single factor that explains the reason why this years' "group" students didn't improve their GPA's, many stand out that, as a collective body, might.

As for our future direction, we plan on returning to the services of our regular staff next year, approach the body that grants us a budget and petition for more financial support, and with one year under our belt with a new block schedule, we will be all the more experienced.